

# Child Outcome Summary Descriptor Statements

## Purpose

This document provides the Child Outcome Summary (COS) Descriptor statements and associated ratings at a glance. The information is intended to support a broader understanding of the COS ratings and assist providers to gain a more accurate picture of the child's functional skills. The age anchoring concepts central to an accurate COS rating are defined: foundational, immediate-foundational and age-expected skills. Descriptor statements for each rating are provided, followed by an additional explanation of the 7 point COS rating scale.

## Skill Level Definitions

### Foundational Skills

As children develop, foundational skills occur several steps before reaching an age expected skill. For example, learning to walk comes after many other skills – crawling, pulling to a stand, cruising furniture, standing alone and finally taking steps. In this example, crawling and pulling to a stand are foundational skills to walking.

### Immediate Foundational Skills

As children develop, immediate foundational skills occur just before an age-expected skill. For example, learning to walk comes after many other skills – crawling, pulling to a stand, cruising furniture, standing alone and finally taking steps. In this example, standing alone is an immediate foundational skill to walking.

### Age-Expected Skills



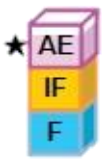



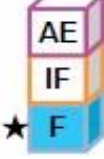
Children typically develop skills during a recognized range of months. For example, children are expected to take a few steps on their own between 11 and 13 months old. If a child develops the skill within this recognized range of months, the development of that skill is considered age-expected.

## Descriptor Statements

After summarizing the child's current functioning, select the outcome descriptor statement that best matches their demonstrated use of skills. The blocks provide a representation of the mix of age-expected (AE), immediate functional (IF) and foundational (F) skills expected for children with the descriptor statements shown.

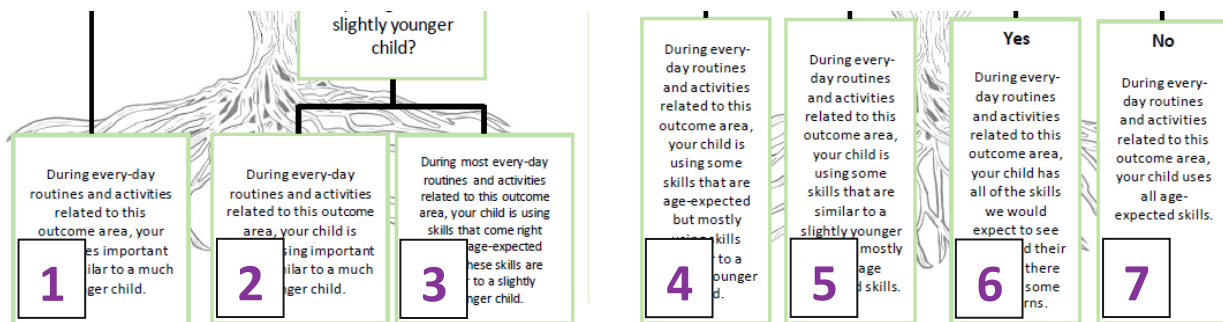


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Age-Expected Skills		7. During every-day routines and activities related to this outcome area, your child uses <b>all</b> age-expected skills.
		6. During every-day routines and activities related to this outcome area, your child has <b>all</b> of the skills we would expect to see for a child their age <b>and</b> there are still some concerns.
Primarily Immediate Foundational Skills with Increasing Degree of Age-Expected Skills		5. During every-day routines and activities related to this outcome area, your child is using <b>some</b> skills that are similar to a slightly younger child but <b>mostly</b> using age expected skills.
		4. During every-day routines and activities related to this outcome area, your child is using <b>some</b> skills that are age-expected but <b>mostly</b> using skills similar to a slightly younger child.
Primarily Foundational Skills with Increasing Immediate Foundational Skills		3. During <b>most</b> every-day routines and activities related to this outcome area, your child is using skills that come right before age-expected skills. These skills are similar to a slightly younger child.
		2. During every-day routines and activities related to this outcome area, your child is <b>mostly</b> using important skills similar to a much younger child.
		1. During every-day routines and activities related to this outcome area, your child uses important-skills similar to a much younger child.

Note: Adapted by the ECO Center from materials developed by Naomi Younggren (Feb. 2010) Department of Defense for EDIS.

The statements appear on the decision tree in the final row of boxes along the bottom:



## **Additional Explanation of the 7-Point Rating Scale**

### **Age-Expected Skills**

- 7) Child shows functioning expected for their age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.
- 6) Child's functioning generally is considered appropriate for their age, but there are some significant concerns about the child's functioning in this outcome area. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.

### **Primarily Immediate Foundational Skills with Increasing Degree of Age-Expected Skills**

- 5) Child shows functioning expected for their age some of the time and/or in some settings and situations. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.
- 4) Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.

### **Primarily Foundational Skills with Increasing Immediate Foundational Skills**

- 3) Child does not yet show functioning expected of a child of their age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a slightly younger child.
- 2) Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
- 1) Child does not yet show functioning expected of a child their age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.